

Name	Tamara Duthie
School	Christine Donnell School of the Arts
Course	ED 550 ArtsPowered Schools
Lesson	Grand Canyon Suite

**Humanities Lesson Plan
Visual and Performing Arts**

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area: Music

Cultural Context

Historical Context

Students will learn how the “Grand Canyon Suite” came to be.

Interrelationship of Arts

Cross Cultural Relationship

Content Knowledge:

Name the historical or cultural background of musical selections learned.

Target Area: Music

History, purpose, and function of the arts in cultures:

Studying the Grand Canyon Suite and its composer.

Contexts that influence artistic expression:

Studying why Ferde Grofe’ wrote the suite.

Representative works

Aesthetics (cultural)

Arts vocabulary

Techniques/processes

Explain the objective(s) of this lesson:

Students will learn about Ferde Grofe’.

Students will learn that Grode’s works were a way for him to paint a musical portrait of an American scene.

Students will learn that most works of art are created from an experience the artist has had that can't be expressed in words.
Students will be able to explain why movement was given the title that it did.

Describe the activity that will help students fulfill the lesson objective(s):

A synopsis of each movement will be shared before each movement is played. Students will be allowed to draw a picture of each movement while listening. Students will be asked if they think each movement is titled correctly and give their reasons. Students will read a short biography on Ferde Grofe'. They will read about his experiences and feelings as he watched the sun rise over the Grand Canyon. Students will be asked to think of a memorable experience they have had and volunteers may share their experience with the class. Students will create a piece of artwork using music, poetry, dance, or visual to tell of their experience and their feelings.

Suggested Materials

Recording of the "Grand Canyon Suite"
Paper
Crayons or colored pencils
Information about Grofe'

Student/teacher preparation required

The teacher will need to find information about Grofe' and the suite to create a worksheet. The teacher will need to find a recording of the "Grand Canyon Suite".

Length of lesson

Two, 60-90 minute sessions

Assessment used to measure objective(s)

Students will think about a memorable experience they have had and then create a work of art which expresses their feelings about it. They may create this using any form of art or medium.

Ideas for coordinating with other subject areas

Math & P.E. – Using a map of the trails of the Grand Canyon, students choose a trail, calculate the miles needed to hike in and out of the canyon using that trail. Students

then walk or run each day around the track at school recording how many miles they walk or run until they reach their goal.

Literature – Students will read and discuss the story, Brighty of the Grand Canyon.

Writing – Students will write stories after listening to the “Grand Canyon Suite”.

Social Studies – Students will learn about the small tourist communities of both rims and make a Venn diagram of the similarities and differences.

Art – Students will create art work of the Grand Canyon using different mediums such as sand, sandpaper, watercolors, etc.

Science – Students will learn about the different layers, rocks, and minerals of the canyon and how the canyon was formed. They will learn about the weather, plants, and animals of the area and about the Colorado River’s impact on the canyon.

Name	Tamara Duthie
School	Christine Donnell School of the Arts
Course	ED 550 ArtsPowered Schools
Lesson	Comparing artwork of the Grand Canyon

Humanities Lesson Plan Visual and Performing Arts

STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area: Visual Arts

Reasoned Argument/Informed judgment (analysis of the arts)

Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary)

Comparing the artwork of various artist who painted scenes of the Grand Canyon.

Ethical Issue (legal, moral implications of the arts)

Content Knowledge:

Compare one's own response to a work of art to another's response.

Target Area: Visual Arts

Present analyses of art

Comparing and responding to different paintings of the Grand Canyon.

Demonstrate understanding meaning of arts

Use arts vocabulary

Relationship of aesthetic ethical/legal issues

Explain the objective(s) of this lesson:

Showing different paintings of the Grand Canyon by various artists, students will observe similarities and differences of the pieces, respond to them in written form and then verbally share their responses with classmates.

Describe the activity that will help students fulfill the lesson objective(s):
Many paintings of the Grand canyon will be displayed. Students will choose two different paintings to compare similarities and differences using a Venn diagram. They will write down their feelings about the two pieces of artwork and give their reasons. They will share their responses in a small group of students. Students will discuss responses.

Suggested Materials
Examples of paintings of the Grand Canyon done by various artists A worksheet of a Venn diagram
Student/teacher preparation required
Pictures of painting of the Grand Canyon will be needed or students could search the Internet for examples. This would be hard to compare and contrast, though.
Length of lesson
45 minutes
Assessment used to measure objective(s)
Response papers
Ideas for coordinating with other subject areas
<u>Math & P.E.</u> – Using a map of the trails of the Grand Canyon, students choose a trail, calculate the miles needed to hike in and out of the canyon using that trail. Students then walk or run each day around the track at school recording how many miles they walk or run until they reach their goal. <u>Literature</u> – Students will read and discuss the story, <u>Brighty of the Grand Canyon</u> . <u>Writing</u> – Students will write stories after listening to the “Grand Canyon Suite”. <u>Social Studies</u> – Students will learn about the small tourist communities of both rims and make a Venn diagram of the similarities and differences. <u>Art</u> – Students will create art work of the Grand Canyon using different mediums such as sand, sandpaper, watercolors, etc. <u>Science</u> – Students will learn about the different layers, rocks, and minerals of the canyon and how the canyon was formed. They will learn about the weather, plants, and animals of the area and about the Colorado River’s impact on the canyon.

Name	Tamara Duthie
School	Christine Donnell School of the Arts
Course	ED 550 ArtsPowered Schools
Lesson	Creative movement to “On the Trail” from the “Grand Canyon Suite”

**Humanities Lesson Plan
Visual and Performing Arts**

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area: Dance

Communicate through creative expression

Content Knowledge:

Move to the beat of music in both organized and free style, individually and as part of a group. Create movement with a beginning, middle, and end.

Target Area:

Interpret/perform work

Create movement or dance to a selection of music.

Create work of art

Demonstrate behavior

Explain the objective(s) of this lesson:

After completing a unit on rocks and minerals, the students will learn about the Grand Canyon as an extension activity. Students will learn about the “Grand Canyon Suite” and its composer as one of the extension activities. The goal for this lesson is as follows:
Students will show an understanding that most music and dance have a beginning, middle, and end.
Students will demonstrate their interpretation of a selection of music through

movement.

Student will work with others to create an interpretive dance.

Describe the activity that will help students fulfill the lesson objective(s):

Tell the story of “Little Red Riding Hood” by putting the events out of sequence. Discuss how all stories have a beginning, middle, and end. This gives an order to it.

Explain that music and dance also have a beginning, middle, and end. Play “On the Trail” (Grand Canyon Suite by Grofe). Ask how the song made them feel and what they pictured in their minds as it was being played. Play a short selection from the song. I chose the last part of the movement. Have students determine the beginning, middle, and end of the selection. Play the short piece again and have the students individually move or dance by showing a beginning, middle, and end. Allow students to share how they came up with their movement. Put students into groups of 6 or 7. Instruct each group to create movement or dance to the short selection. Each group will have 20-25 minutes to create and practice. Each group will perform their dance for the rest of the groups showing their understanding of beginning, middle, and end.

Suggested Materials

Recording of the “Grand Canyon Suite”
Equipment to play recording

Student/teacher preparation required

The teacher will need to find a short part of “On the Trail” to use for the lesson.

Length of lesson

45-60 minutes

Assessment used to measure objective(s)

Teacher and student observation. Each group will assess their dance and determine how they can improve it.

Ideas for coordinating with other subject areas

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